

April 30, 2003

**MEMORANDUM**

**To:** Ms. Dianne Chinnes, Chairman, Committee on Academic Affairs and Licensing

**From:** Dr. Gail M. Morrison, Deputy Executive Director, and Director of Academic Affairs and Licensing

**Consideration of Admission Standards Report for First-Time Entering Freshmen  
FY 2001-02**

Act 629 of 1988, *The Cutting Edge*, requires that with respect to admission standards at the public colleges and universities:

- In consultation and coordination with the public institutions of higher learning in this state, the State Commission on Higher Education shall ensure that minimal admissions standards are maintained by the institutions.
- The commission, with the institutions, shall monitor the effect of compliance with admission prerequisites that are effective in fall, 1988 (Section 598-104-10(A)).

In April 1988, the Advisory Committee on Academic Programs adopted a procedure that requires each institution annually to report on applications, acceptances, and enrollment, and to specify the minimum approximate SAT score (combined math and verbal) that is required of most applicants for admission as freshmen.

Attached is the annual report on 2001 admission standards for first-time entering freshmen at South Carolina public senior colleges and universities. This document summarizes the results of five different reports related to admission standards and to measures of achievement of first-time entering freshmen for the fall of 2001.

The Report is presented in five parts:

- Part I: Fall 2001 Applications, Acceptances, and Actual Enrollments;
- Part II: Fall 2001 Data Related to High School Course Prerequisites;
- Part III: Fall 2001 SAT and ACT Scores;
- Part IV: Provisionally Admitted Students;
- Part V: Fall 2002 Minimum Admissions Requirements

The data for Parts II-IV, and the actual enrollment data included in Part I, were electronically supplied by the institutions via the Commission on Higher Education's Management Information System (CHEMIS).

In Act 359 of 1996, the General Assembly reiterated the importance of reporting admissions standards. Section 59-103-45 again directs the Commission to review minimum undergraduate admission standards.

### **Recommendation**

The staff suggests that the Committee on Academic Affairs and Licensing commend this report favorably to the Commission as meeting the stipulations of Act 629 of 1988 and Act 359 of 1996 with respect to reviewing admissions standards and transmit it accordingly to the appropriate legislative bodies, the State Board of Education, and to the State Department of Education. It further recommends that Francis Marion University and USC-Columbia reduce the number of provisional students accepted to below the recommended levels of 15 percent and 10 percent, respectively.

**ANNUAL REPORT ON ADMISSION STANDARDS FOR  
FIRST-TIME ENTERING FRESHMEN, FALL 2001  
SOUTH CAROLINA PUBLIC SENIOR COLLEGES AND UNIVERSITIES**

This document reviews the results of five different reports related to admission standards and measures of achievement for first-time entering freshmen. The results are presented in five parts:

- **Part I:** Fall 2001 Applications, Acceptances, and Actual Enrollments
- **Part II:** Fall 2001 data related to high school course prerequisites;
- **Part III:** Fall 2001 SAT and ACT scores;
- **Part IV:** Fall 2001 data related to provisional students; and
- **Part V:** Fall 2002 minimum admission standards.

**Part I: Applications, Acceptances, and Actual Enrollments**

In Fall 2001, 47,315 applications were received for admission as first-time freshmen at the public senior colleges and universities. Of these, 30,984 or 65.5 percent, met the minimum admission standards at one or more of the public senior institutions; and were offered admission to the institution. Of those who were offered admission, 13,048 applicants actually enrolled.

**Table 1** shows the number and percent of students who applied, students who were accepted, and students who actually enrolled at each public senior institution.

<b>TABLE 1 APPLICATIONS, ACCEPTANCES, AND ACTUAL ENROLLMENTS S.C. PUBLIC SENIOR INSTITUTIONS, FALL 2000</b>					
	Number of Applications <sup>1</sup>	Number of Applicants Offered Admission <sup>1</sup>	Percent of Applicants Offered Admission	Number who Actually Enrolled <sup>1</sup>	Percent Accepted and Enrolled
Clemson	11,315	5,864	51.83%	2,475	42.21%
USC-Columbia	11,178	7,788	69.67%	3,287	42.26%
The Citadel	1,922	1,296	67.43%	570	43.98%
Coastal Carolina	3,094	2,296	74.21%	941	40.98%
Coll. of Charleston	8,358	5,471	65.46%	1,974	36.08%
Francis Marion	1,657	1,281	73.51%	637	49.73%
Lander	1,539	1,307	84.93%	529	40.47%
S.C. State	2,295	1,837	80.04%	615	33.48%
USC-Aiken	1,231	708	57.51%	458	64.69%
USC-Spartanburg	1,519	747	49.18%	616	82.46%
Winthrop	3,207	2,389	74.49%	946	39.60%
<b>Total</b>	<b>47,315</b>	<b>30,984</b>	<b>65.5%</b>	<b>13,048</b>	<b>42.1%</b>

<sup>1</sup>Reported manually by the institutions.

Lander University and S.C. State University offered admission to the largest percentage of applicants, e.g., to approximately 84 and 80 percent, respectively, of those students who applied. Winthrop, Coastal Carolina, and Francis Marion offered admission to approximately 74 percent. USC-Aiken and USC-Spartanburg enrolled the largest percentage of students who were offered admission. At USC-Aiken, 64 percent of the applicants who were offered admission enrolled. At USC-Spartanburg, approximately 82 percent of those offered admission enrolled. The remaining institutions had percentages that ranged between 33 and 49 percent.

## **Part II: Extent to Which 2001 Freshmen Met the High School Course Prerequisites**

Since Fall 1988, public senior colleges and universities in South Carolina have required that applicants for freshmen admission (who graduated from high school in 1988 or subsequent years) must have completed certain high school courses before being admitted. The required courses include the following:

1. **Four units of English.** At least two must have strong grammar and composition components, and at least one must be in **English literature** and at least one must be in **American literature**. **Completion of College Preparatory English I,II,III, and IV will meet this criterion.**
2. **Three units of mathematics.** These include **Algebra 1** (for which **Applied Mathematics I and II** may count together as a substitute, if a student successfully completes **Algebra II**), **Algebra II**, and **Geometry**. **A fourth higher-level mathematics course is strongly recommended.** This fourth course should be selected from among **Algebra III/trigonometry, precalculus, calculus, statistics, or discrete mathematics.**
3. **Three units of laboratory science\*:** Two units must be taken in two different fields and selected from among **biology, chemistry, or physics**. The third unit may be from the same field as one of the first two units (**biology, chemistry, or physics**) or from **any laboratory science** for which **biology** and/or **chemistry** is a **prerequisite**. Course in earth science, general physical science, or introductory or general environmental science for which biology and/or chemistry is **not** a prerequisite will not meet this requirement.
4. **Two units of the same foreign language.**
5. **Three units of Social Science:** One unit of **U.S. History** is required; a half unit of **Economics** and a half unit in **Government** are strongly recommended.
6. **Four Units of Electives:** Four college preparatory units must be taken from at least three different fields selected from among **Computer Science, English, Fine Arts, Foreign Languages, Humanities, Laboratory Science (excluding earth science, general physical science, general environmental science or other introductory science courses for which biology and/or chemistry is not a prerequisite), Mathematics above the level of Algebra II, and Social Sciences.** It is suggested that one unit be in **Computer Science** which includes programming (i.e., not just keyboarding) and one unit in **Fine Arts** (appreciation of, history, or performance).

7. **One unit of physical education or ROTC.**

\* The three units of laboratory science will be modified beginning with Academic Year 2007-08 to include the following statement: "It is strongly recommended that students take physical science (taught as a laboratory science) as a prerequisite to the three required units of laboratory science outlined in this section. This means that potentially large number of high school graduates who matriculate as first-year students to the public universities in Fall 2007 will have taken physical science as high school freshmen.

Each institution may make exceptions in admitting 1) students who do not meet all of the prerequisites, limited to those individual cases in which the failure to meet one or more prerequisites is due to circumstances beyond the reasonable control of the student or 2) students who have taken the applied academics (Tech Prep) courses rather than the required college preparatory curriculum and who meet all other institutional admissions criteria. The prerequisites are not applicable to foreign students, students who receive the high school General Equivalency Diploma (GED), or students who do not enroll in baccalaureate degree programs.

The proportion of applicable first-time freshmen meeting all of the prerequisites **decreased** from 98.15 percent in 1999 to 93.89 percent in 2001. Analysis of the CHEMIS data for the four-year institutions indicates that the majority of students not meeting one or more prerequisites failed to do so in laboratory science, foreign languages, and math (in descending order of not meeting the pre-requisites). Several institutions indicated a reduction of greater than five percent of students meeting the prerequisites from the data reported in 2000. Shown below are those institutions reporting  $\geq$  five percent decrease and the subject areas:

Institution	Applicable Freshmen	Number of Students "Not Met"		
		Lab Science	Foreign Languages	
Coastal Carolina	835	50	11	
Francis Marion	532	103	1	Physical Ed. 1
Lander	439	44	7	
S.C. State	472	126	11	Math 7
Winthrop	824	88	4	Math 1

Science, foreign languages, and math are all areas in which we have critical teaching shortages and there is a possibility that students are not able to access required courses. However, this is the first year that the new science prerequisite requirement is being implemented (academic year 2001-02). The data presented above clearly indicate that the

majority of students (13 percent for the five institutions noted above) are not meeting the lab science prerequisite. The science new prerequisite requires that students complete a minimum of three units of laboratory science rather than two units. This increase in the additional science course appears, from the data, to be the primary reason for the decrease in the percentage of students not meeting the prerequisites. Two units of the same foreign language are still required and continues to be an area where students fail to meet the prerequisites.

In terms of decreases in freshmen compliance with the prerequisites, the institutions with the largest decreases are shown bolded below:

<b>TABLE 2</b> <b>Percent of Applicable<sup>1</sup> First-Time Freshmen Meeting High School Course Prerequisites</b>						
<b>Senior Institutions</b>	<b>1999 Applicable Freshmen</b>	<b>1999 Percent Meeting Prerequisites</b>	<b>2000 Applicable Freshmen</b>	<b>2000 Percent Meeting Prerequisites</b>	<b>2001 Applicable Freshmen</b>	<b>2001 Percent Meeting Prerequisites</b>
The Citadel	517	96.90%	553	98.19%	570	<b>99.82%</b>
Clemson	2891	99.48%	3034	99.70%	2543	<b>99.13%</b>
Coastal Carolina	726	98.48%	763	97.11%	907	<b>92.06%</b>
College of Charleston	2042	99.36%	1961	99.33%	1958	<b>95.18%</b>
<b>Francis Marion</b>	<b>571</b>	<b>96.49%</b>	<b>609</b>	<b>99.17%</b>	<b>637</b>	<b>83.52%</b>
<b>Lander</b>	<b>497</b>	<b>95.37%</b>	<b>515</b>	<b>95.72%</b>	<b>489</b>	<b>89.78%</b>
<b>SC State</b>	<b>680</b>	<b>95.73%</b>	<b>569</b>	<b>100%</b>	<b>615</b>	<b>76.75%</b>
USC-Columbia	2571	98.52%	2450	98.04%	3194	<b>96.38%</b>
USC-Aiken	467	92.71%	521	91.36%	440	<b>91.48%</b>
USC-Spartanburg	565	96.28%	531	95.85%	559	<b>95.16%</b>
<b>Winthrop</b>	<b>949</b>	<b>98.73%</b>	<b>881</b>	<b>97.61%</b>	<b>929</b>	<b>87.10%</b>
<b>Total Sr. Institutions</b>	<b>12,476</b>	<b>98.14%</b>	<b>12,387</b>	<b>98.25%</b>	<b>12,841</b>	<b>91.48%</b>
USC-Beaufort <sup>2</sup>	93	95.69%	49	85.71%	45	<b>88.89%</b>
USC-Lancaster <sup>2</sup>	61	100.00%	45	97.77%	46	<b>100%</b>
USC-Salkehatchie <sup>2</sup>	19	100.00%	17	100.00%	3	<b>100%</b>
USC-Sumter <sup>2</sup>	78	100.00%	64	100.00%	60	<b>100%</b>
<b>USC-Union<sup>2</sup></b>	<b>17</b>	<b>100.00%</b>	<b>14</b>	<b>100.00%</b>	<b>8</b>	<b>87.50%</b>
<b>Total USC Two-Year</b>	<b>268</b>	<b>98.51%</b>	<b>189</b>	<b>95.77%</b>	<b>162</b>	<b>96.30%</b>
<b>Grand Total</b>	<b>12,744</b>	<b>98.15%</b>	<b>12,576</b>	<b>96.11%</b>	<b>13,003</b>	<b>93.89%</b>

<sup>1</sup>Not applicable to foreign students, GED students, and students who graduated prior to 1988.

<sup>2</sup>At the USC two-year campuses, the prerequisites are applicable only to those students classified by the institution as baccalaureate-ready and accepted as such.

### **Part III: Indicators of Academic Preparation, Fall 2001**

Act 629 of 1988, *The Cutting Edge*, requires public senior colleges and universities in South Carolina to report annually to the Commission on the admissions standards for first-time entering freshmen students. Act 359 also requires that the Commission review admissions standards. This report includes the average scores for all first-time entering freshmen, including those admitted under the regular admission policies of the institution and those who are admitted

on a provisional basis (admitted under exceptions to the regular admission policies), foreign students, and students age 22 and above. Scores are submitted separately for each category of in-state students, out-of-state students, and in-state and out-of-state students combined. However, for this report, only the combined data are displayed. Separate data tables for in-state and out-of-state students in all categories are available upon request or can be found on our web site at <http://www.che400.state.sc.us/web/stats.htm>.

Beginning in 1995, the Commission began using a more inclusive standard of comparison for indicators of academic preparation for entering students. The combined mean for college entrance examinations has been calculated based on the scores of the entire entering freshman class including foreign students, provisional students, students age 22 and above, and students taking the ACT.

Most students attending South Carolina institutions take the SAT rather than the ACT as a college entrance examination. However, South Carolina institutions are beginning to accept more students who have taken only the ACT. Since 1994 this report has included both ACT and SAT scores, with the SAT combined mean and the ACT combined mean listed separately. The combined means reported separately do not give a true picture of the academic preparation of the total freshman class at each institution.

Because the Commission believes it is important to look at the indicators of academic preparation for the first-time entering freshman class without exclusions, an ACT/SAT combined mean is now calculated for the entire entering freshman class. Scores of students who report only ACT scores have been converted to SAT equivalencies using the ACT-SAT concordance tables developed by the Educational Testing Service (ETS). The converted scores were then averaged with the SAT scores to arrive at an SAT/ACT combined mean.

When ACT scores are converted into SAT equivalents and combined into the mean, the SAT/ACT combined mean is in general slightly lower than the SAT combined mean excluding ACT scores. For 2000 combined scores for four-year institutions, eight are higher (9 to 20 points) and three are lower (-2). For the two-year campuses of USC, the 2000 combined mean scores indicate that one is higher (+2) and four are lower (-2 to -8). The SAT/ACT combined mean for South Carolina institutions will be lower, in most cases, than the SAT combined mean, depending on the percentage of students who report only ACT scores at a particular institution.

This is because, in general, more than one SAT combined score (verbal and math) converts into the same ACT score, whereas only one ACT composite score converts to an SAT combined score except at the lowest end of the range. Depending on where students' scores fall within a range, including ACT/SAT equivalencies in the calculation of the mean could increase or decrease the combined mean at that institution.

**Table 3** ranks institutions by institution type and SAT/ACT combined mean. The combined mean including only SAT scores and the percentage of students reporting ACT scores only is also shown on **Table 3**.

<b>TABLE 3</b> <b>SAT/ACT SCORES OF FIRST-TIME ENTERING FRESHMEN, FALL 2001</b> <b>(INCLUDING Foreign and Provisional Students and Students Age 22 and Above)</b> <b>SOUTH CAROLINA PUBLIC SENIOR COLLEGE AND UNIVERSITIES</b>			
INSTITUTION	SAT & ACT Combined Mean <sup>1</sup> Including Foreign, Prov. & Age 22 & Above	SAT (Only) Combined Mean Including Foreign, Prov. & Age 22 & Above	% First-Time Freshmen Including Foreign, Prov. & Age 22 & Above Reporting ACT Only
Research Institutions: 1. Clemson 2. USC-Columbia	1188 1110	1191 1104	13.06% 16.34%
<b>Average Research Institutions:</b>	<b>1149</b>	<b>1148</b>	<b>14.70%</b>
Comprehensive Teaching Institutions: 1. College of Charleston 2. The Citadel 3. Winthrop 4. Coastal Carolina 5. USC-Aiken 6. Lander University 7. Francis Marion University 8. USC-Spartanburg 9. S.C. State	1121 1070 1053 1036 987 985 971 949 829	1153 1074 1055 1042 996 995 971 954 844	40.73% 14.39% 18.82% 19.87% 18.12% 25.97% 0.00% 22.24% 22.93%
<b>Average Four-Year Comprehensive Institutions:</b>	<b>1000</b>	<b>1009</b>	<b>20.34%</b>
<b>State Average, Senior Institutions:</b>	<b>1027</b>	<b>1034</b>	<b>19.32%</b>
USC Two-Year Regional Campuses 1. USC-Sumter 2. USC-Beaufort 3. USC-Lancaster 4. USC-Union 5. USC-Salkehatchie	961 931 890 839 845	981 937 898 825 861	31.43% 15.79% 10.43% 40.85% 15.48%
<b>Average USC Two-Year Regional Campuses</b>	<b>893</b>	<b>900</b>	<b>22.80%</b>
<sup>1</sup> ACT scores converted to SAT equivalencies using the ACT/SAT Concordance Tables.			



**Table 4** presents a comparison of the number of students reporting ACT scores only for 2000 and 2001.

<b>Table 4</b> <b>Comparison of the Percent of Students Reporting ACT Scores Only</b> <b>Academic Years 2000 and 2001</b>		
INSTITUTION	% First-Time Freshmen Including Foreign, Prov. & Age 22 & Above Reporting ACT Only in 2000	% First-Time Freshmen Including Foreign, Prov. & Age 22 & Above Reporting ACT Only in 2001
Research Institutions:		
1. Clemson	12.06%	13.06%
2. USC-Columbia	13.73%	16.34%
<b>Average Research Institutions:</b>	<b>12.95%</b>	<b>14.70%</b>
Comprehensive Teaching Institutions:		
1. College of Charleston	31.08%	40.73%
2. The Citadel	16.64%	14.39%
3. Winthrop University	14.90%	18.82%
4. Coastal Carolina University	19.57%	19.87%
5. USC-Aiken	17.13%	18.12%
6. Lander University	24.27%	25.97%
7. Francis Marion University	0.00%	0.00%
8. USC-Spartanburg	18.10%	22.24%
9. S.C. State University	19.68%	22.93%
<b>Average Four-Year Comprehensive Institutions</b>	<b>17.93%</b>	<b>20.34%</b>
<b>State Average, Four-Year Research and Comprehensive Institutions</b>	<b>17.02%</b>	<b>19.32%</b>
USC Two-Year Regional Campuses		
1. USC-Sumter	31.08%	31.43%
2. USC-Beaufort	11.46%	15.79%
3. USC-Lancaster	9.34%	10.43%
4. USC-Union	22.00%	40.85%
5. USC-Salkehatchie	14.62%	15.48%
<b>Average USC-Two Year Regional Campuses</b>	<b>17.70%</b>	<b>22.80%</b>

When ACT scores are converted into SAT equivalents and combined into the mean, the SAT/ACT combined mean is in general slightly lower than the SAT combined mean excluding ACT scores. For 2001 combined scores for four-year institutions, five are higher (1 to 20 points) and six are lower (-1 to -38). For the two-year campuses of USC, the 2001 combined mean scores indicate that four are higher (+2 to +25) and one is lower (-39). The SAT/ACT combined mean for South Carolina institutions will be lower, in most cases, than the SAT combined mean, depending on the percentage of students who report only ACT scores at a particular institution. This is because, in general, more than one SAT combined score (verbal and math) converts into the same ACT score, whereas only one ACT composite score converts to an SAT combined score except at the lowest end of the range. Depending on where students' scores fall within a

range, including ACT/SAT equivalencies in the calculation of the mean could increase or decrease the combined mean at that institution.

**Table 5** compares the SAT/ACT combined mean for each institution for 1999, 2000, and 2001. **Table 5** indicates an increase in the average combined SAT/ACT mean for the two research institutions. The four-year comprehensive teaching institution sector indicated a mixture of results. Six of the institutions had increases over 2000 scores and three had decreases. Four of the two-year campuses of USC had increases and one had a decrease from 2000 SAT/ACT combined scores.

<b>TABLE 5</b> <b>SAT/ACT Scores of First-Time Entering Freshmen</b> <b>(Including Foreign, Provisional, and Students Age 22 and Above)</b>			
	<b>1999 SAT/ACT Combined Mean</b>	<b>2000 SAT/ACT Combined Mean</b>	<b>2001 SAT/ACT Combined Mean</b>
<b>Senior Institutions</b>			
The Citadel	1063	1071	1070
Clemson	1156	1168	1188
Coastal Carolina	1022	1020	1036
College of Charleston	1106	1126	1121
Francis Marion	959	957	971
Lander	968	986	985
S.C. State	857	867	829
USC-Columbia	1096	1112	1110
USC-Aiken	980	978	987
USC-Spartanburg	939	959	949
Winthrop	1043	1052	1053
<b>USC Two-Year</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>
USC-Beaufort	925	927	931
USC-Lancaster	892	888	890
USC-Salkehatchie	848	840	845
USC-Sumter	938	936	961
USC-Union	883	878	839

#### **Part IV: Provisionally Admitted Students**

Two types of admission may be offered to a degree-seeking student upon admission to an institution. Applicants who meet the institution's minimum admission criteria and who are offered admission are classified as regular students. Applicants who do not meet the institution's regular admission requirements but who are offered admission using alternative criteria are classified as provisional students.

**Table 6** shows provisional freshmen as a percent of total first-time entering freshmen for Fall 2001 for each institution and overall.

<b>TABLE 6</b> <b>Provisional Freshmen as a Percent of Total First-Time Freshmen</b> <b>Fall 2001</b>			
<b>Senior Institutions</b>	<b>Total First-Time Freshmen</b>	<b>Provisional Freshmen</b>	<b>Percent Provisional</b>
Clemson	2543	0	0%
USC-Columbia	3287	482	14.66%
<b>Total Research Institutions</b>	<b>5830</b>	<b>482</b>	<b>8.26%</b>
The Citadel	570	49	8.60%
Coastal Carolina	941	130	13.82%
Coll. of Charleston	1974	138	6.99%
Francis Marion	637	121	18.99%
Lander	489	50	10.22%
S.C. State	615	0	0%
USC-Aiken	458	0	0%
USC-Spartanburg	616	79	12.82%
Winthrop	946	43	4.55%
<b>Total Four-Year Comprehensive</b>	<b>7246</b>	<b>610</b>	<b>8.42%</b>
<b>Total Senior Institutions</b>	<b>13076</b>	<b>1092</b>	<b>8.35%</b>
USC-Beaufort	152	89	58.55%
USC-Lancaster	230	128	55.65%
USC-Salkehatchie	155	115	74.19%
USC-Sumter	210	134	63.81%
USC-Union	71	47	66.20%
<b>Total USC Two-Year</b>	<b>818</b>	<b>513</b>	<b>62.71%</b>
<b>Grand Total</b>	<b>13894</b>	<b>1605</b>	<b>11.55%</b>

Of the public senior institutions, Francis Marion and USC-Columbia enrolled the largest proportion of freshmen admitted on a provisional basis: 18.99 and 14.66 percent, respectively. Coastal Carolina, USC-Spartanburg, The Citadel, College of Charleston, and Winthrop follow in that order. Clemson, USC-Aiken and SC State University enrolled no provisional students in 2001.

The majority of the students listed as “provisional” by USC-Columbia are students admitted to the Transition Year, a one-year probationary admission. For Fall 2002 the size of the Transition Year was reduced, resulting in an 8% enrollment of provisional freshmen. The Transition Year will not continue after Spring 2003.

At its meeting on August 25, 1997, the Commission approved several recommendations for the institutions to take under consideration regarding provisional students. Among these were two which relate to the data presented in **Table 6**:

- Research universities should limit provisional admissions to no more than 10 percent of the first-time entering freshman class.

- Four-year teaching universities should limit provisional admissions to no more than 15 percent of the first-time entering freshman class.

As can be seen from the data presented in **Table 6**, USC-Columbia is not in compliance with the recommended 10% cap in 2001, although discontinuation of the Transition Year Program in Spring 2003 must be expected to reduce the percent of provisional freshmen in the Fall 2003 report.

Trend data for the last four years for the four-year comprehensive institutions are shown below in:

	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>
College of Charleston	16.9%	13.4%	7.2%	7.0%
The Citadel	7.2%	0.0%	5.4%	8.6%
Winthrop University	12.9%	9.1%	7.7%	4.6%
Coastal Carolina	18.7%	19.1%	18.1%	13.8%
USC-Aiken	7.8%	0.4%	0.0%	0.0%
Lander University	14.1%	12.1%	11.3%	10.2%
Francis Marion	8.9%	11.6%	8.9%	19.0%
USC-Spartanburg	4.6%	1.8%	1.6%	12.8%
S.C. State University	1.6%	3.4%	0.0%	0.0%

Francis Marion was the only four-year comprehensive institution admitting more than the recommended 15% cap on provisional student admissions in 2001.

USC applies the same admissions standards used at its main campus to students who apply to a USC two-year campus and who are classified by the institution as baccalaureate-ready students. Because these admissions standards are applicable only to those baccalaureate-ready freshmen, more than one-half of the entering freshmen at the USC two-year campuses are classified as provisional students. The trend data for the last four years as presented below shows a general pattern of increasing numbers of provisionally admitted students

USC Two-Year Campuses	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>
Annual Percentage	56.15%	54.12%	64.26%	62.71%

### **Part V: Fall 2002 Minimum Admission Standards**

A component of Act 629 of 1988 requires the Commission to work with public institutions of higher learning in the State to ensure that minimal admission standards are maintained by the institutions. The publication and dissemination of minimal admission standards was recommended by external consultants who argued that unless students had a clear sense of what institutional expectations are, they could not rise to meet these expectations. In 1988 each institution was required to specify annually the minimum approximate SAT score (combined math and verbal) that is required of most applicants for admission as freshmen. In 1993 the Commission approved the collection of additional data to include minimum ACT scores when these were submitted in lieu of SAT scores.

It is important to note that these minimum admissions standards are approximate. Some institutions use a predictive equation to determine which students to admit. At these institutions, the minimum required scores will vary somewhat depending on the value and weight of the other elements in the admissions formula. For this reason, the minimum SAT and ACT scores reported by the institutions as required for admission are to be used as guideposts for students aspiring to admission to any given institution.

The approximate SAT and ACT score requirements reported by each institution for Fall 2002 are shown on **Table 7**.

<b>TABLE 7</b> <b>ADMISSION REQUIREMENTS</b> <b>APPROXIMATE* MINIMUM SAT SCORE (COMBINED) AND</b> <b>MINIMUM ACT SCORE REQUIREMENTS FOR</b> <b>FIRST-TIME ENTERING FRESHMEN</b> <b>2002</b>								
High School Class Rank								
Predictive Equation*	Top 20%		Between Top 20% & Top 50%		Between Top 50% & Top 80%			
	SAT	ACT	SAT	ACT	SAT	ACT	Yes	No
The Citadel	920	20	920	20	920	20		X
Clemson	1010	22	1270	29	1580	36	X	
Coastal Carolina	960	20	960	20	960	20		X
College of Charleston	1060	23	1170	26	1310	28	X	
Francis Marion <sup>2</sup>	See note below							
Lander	1042	22	980	20	979	20	X	
S.C. State	830	17	830	17	830	17	X	
USC-Columbia	1000	21	1200	26	1400	31	X	
USC-Aiken <sup>3</sup>	1000	21	1000	21	1000	21	X	
USC-Spartanburg <sup>4</sup>	850	18	850	18	850	18	X	
Winthrop	900	19	1000	22	1150	25		X
USC-Beaufort <sup>5</sup>	1000	21	1200	26	1400	31	X	
USC-Lancaster <sup>5</sup>	1000	21	1200	26	1400	31	X	
USC-Salkehatchie <sup>5</sup>	1000	21	1200	26	1400	31	X	
USC-Sumter <sup>5</sup>	1000	21	1200	26	1400	31	X	
USC-Union <sup>5</sup>	1000	21	1200	26	1400	31	X	

1. Some institutions use predictive equations, formulas which combine elements such as high school class rank and/or high school grade point ratios and/or SAT or ACT scores, to determine which students to admit. At these institutions, the minimum required scores will vary somewhat depending on the value and weight of the other elements in the formula.

2. Francis Marion indicated that it no longer uses class rank but uses instead, the high school GPA. The GPA and related minimum SAT score received are as follows: 3.0GPA/800; 2.5GPA/850; 2.2GPA/880; 1.8GPA/950. No ACT scores were provided.
3. USC-Aiken has identified two significant variables that are utilized in a regression formula which establishes a Predicted Grade Point Average (PGPA), for entering freshmen. These variables are SAT scores and the high school GPA of college prep courses. Of these two variables, the high school GPA of college prep courses is the most important and has more weight in the formula. A student who scores as high as 1100 on the SAT may not be admitted if his/her high school GPA on college prep courses is very low. However, all students who score at least 1000 on the SAT or 21 on the ACT and have a C average on the required college prep courses would be admitted.
4. Class rank is not factored into the admissions formula at USC-Spartanburg; admission formula is based on 1) GPA of core high school courses and 2) SAT/ACT scores.
5. Minimum scores reflect requirements for those qualified by the institution to access baccalaureate programs at USC-Columbia. Students with lower SAT scores and high school rank may qualify for other non-baccalaureate admission.

Five four-year institutions reported a change in admissions standards from Fall 2001 to Fall 2002 and all of USC's two-year campuses reported changes. These changes are noted below:

#### **Institutional Changes in Admissions Standards Fall 2002**

<b>Institution</b>	<b>2001 SAT/ACT</b>	<b>2002 SAT/ACT</b>	<b>2001 SAT/ACT</b>	<b>2002 SAT/ACT</b>	<b>2001 SAT/ACT</b>	<b>2002 SAT/ACT</b>
Clemson	910/19	1010/20	1250/28	1270/29	1580/36	1580/36
College of Charleston	1020/22	1060/23	1140/25	1170/26	1310/28	1310/28
Francis Marion	No longer uses class rank but does use high school GPA					
Lander	900/18	1042/22	1000/21	980/20	1100/24	979/20
USC Columbia	1000/24	1000/21	1200/29	1200/26	1400/33	1400/31
USC Two-Year Campuses	1000/24	1000/21	1200/29	1200/26	1400/33	1400/31

The data presented above show no consistent trends in the changes. Clemson University and the College of Charleston raised the minimum SAT and ACT scores for students in the top 20 percent and those in the 20 to 50 percent category. USC raised only the minimum ACT score required in all three categories while Lander University increased the minimum SAT and ACT scores for students in the top 20 percent and reduced the minimum SAT and ACT scores for students in the other two categories.